

**IMPROVING STUDENTS' VOCABULARY THROUGH ANAGRAM GAME AT THE
SECOND GRADE OF SMP PMDS PUTRI PALOPO**



A THESIS

*Submitted to the English Language of S1 Tarbiyah Department and Teacher Training Faculty
of State Islamic Institute of Palopo in Partial Fulfillment of Requirement for S.Pd Degree of
English Education*

BY,

SIDRATIL MUNTAHA

REG. NUM. 14.16.3.0124

**ENGLISH STUDY PROGRAM TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2018

**IMPROVING STUDENTS' VOCABULARY THROUGH ANAGRAM GAME AT THE
SECOND GRADE OF SMP PMDS PUTRI PALOPO**



A THESIS

**Submitted to the English Language of S1 Tarbiyah Department and Teacher Training
Faculty of State Islamic Institute of Palopo in Partial Fulfillment of Requirement for S.Pd
Degree of English Education**

SIDRATIL MUNTAHA

14.16.3.0124

Supervised by:

- 1. Wahibah, S,Ag., M.Hum.**
- 2. Amalia Yahya, SE.,M.Hum**

**ENGLISH STUDY PROGRAM TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

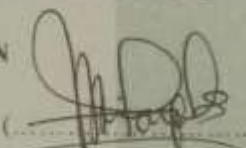
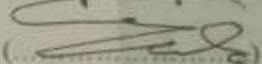
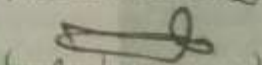
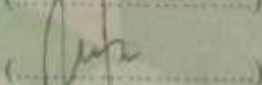
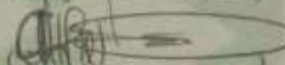

2018

THESIS APPROVAL

This thesis, entitled "Improving Students Vocabulary Through Anagram Game at the Second Grade of SMP PMDS Putri Palopo" written by Sidratil Muntaha, Reg. Number 14.16.3.0124, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Thursday, November 21st 2018 M, coincided with Rabi'ul-Awwal 13th 1440 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, November 21st, 2018 M
Rabi'ul-Awwal 13th 1440 H

COMMITTEE OF EXAMINATION

1. Amalia Yahya, S.E., M.Hum.	Chairman	()
2. Syamsudarni, S.Pd.I., M.Ed.	Secretary	()
3. Dr. Hilal Mahmud, M.M.	Examiner I	()
4. Jufriadi, S.S., M.Pd.	Examiner II	()
5. Wahibah, S.Ag., M. Hum.	Consultant I	()
6. Amalia Yahya, S.E., M.Hum.	Consultant II	()

Approved by:


The Rector of IAIN Palopo
Dr. Abdul Pirol, M.Ag.
NIP. 19691104 199403 1 004


The Dean of Tarbiyah and
Teacher Training Faculty
Dr. Kharuddin, M.Pd.I.
NIP. 19701030 199903 1 003

EXAMINER APPROVAL

Thesis title : Improving Students' Vocabulary Through Anagram Game at
The Second Grade of SMP PMDS Putri Palopo

Written By:

Nama : Sidratil Muntaha

Reg. Number : 14.16.3.0124

Faculty : Tarbiyah and Teacher Training

Study Program : English Study Program

Has been corrected and approved to be examined.

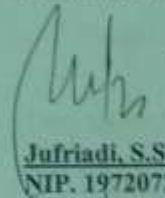
Palopo, November 13th, 2018

Examiner I



Dr. Hilal Mahmud, M.M
NIP. 19571005 1998303 1 024

Examiner II



Jufriadi, S.S., M.Pd.
NIP. 19720727 200604 1 002

CONSULTANT APPROVAL

Thesis Entitled : **Improving Students' Vocabulary Through Anagram Game at the Second Grade of SMP PMDS Putri Palopo**

Written By :

Name : Sidratil Muntaha

Reg. Number : 14.16.3.0124

Faculty : Tarbiyah dan Ilmu Keguruan

Study Program : Bahasa Inggris

Has been corrected and approved to be examined.

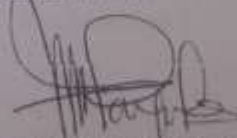
Palopo, September 24th 2018

Consultant I



Wahibah, S.Ag., M.Hum
NIP.19690504 200312 2 002

Consultant II



Amalia Yahya, SE., M.Hum
NIP.19771013 200501 2 006

NOTA DINAS PEMBIMBING

Hal : Skripsi

Lampiran : -

Kepada Yth,

Ketua Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di-

Tempat

Assalamualaikum Wr. Wb.

Sesudah melakukan bimbingan skripsi mahasiswa tersebut dibawah ini:

Nama : Sidratil Muntaha

Nim : 14.16.3.0124

Program Studi : Bahasa Inggris

Judul Skripsi : **"Improving Students' Vocabulary Through Anagram Game at the Second Grade of SMP PMDS Putri Palopo".**

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk diproses selanjutnya.

Wassalamualaikum Wr. Wb.

Palopo, September 24th 2018

Pembimbing I



Wahibah, S.Ag., M.Hum

NIP.19690504 200312 2 002

NOTA DINAS PEMBIMBING

Hal : Skripsi

Lampiran : -

Kepada Yth,

Ketua Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di,-

Tempat

Assalamualaikum Wr. Wb.

Sesudah melakukan bimbingan skripsi mahasiswa tersebut dibawah ini:

Nama : Sidratil Muntaha

Nim : 14.16.3.0124

Program Studi : Bahasa Inggris

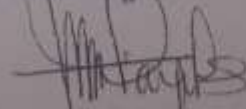
Judul Skripsi : **"Improving Students' Vocabulary Through Anagram Game at the Second Grade of SMP PMDS Putri Palopo".**

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk diproses selanjutnya.

Wassalamualaikum Wr. Wb.

Palopo, September 24th 2018

Pembimbing II



Amalia Yahya, SE., M.Hum

NIP.19771013 200501 2 006

PRONOUNCEMENT

I am undersigned:

Name : SIDRATIL MUNTAHA
Reg Number : 14.16.3.0124
Department : English Education
Faculty : Tarbiyah and Teachers Training

Clarify truly that:

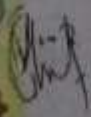
1. This thesis is really a result of my own work, not plagiarism or duplication of the writing/works of others which I admitted as a result of my own writing or mind.
2. All parts of this thesis are my own work, anything related to other's works is written in quotation and the sources of which are listed on the list of references.

Hence, this pronouncement was made as appropriate. When I do not write this letter, I will accept sanctions for such actions.

Palopo, September 24th, 2018

Researcher




Sidratil Muntaha
NIM 14.16.3.0124

ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah and praise belong to Allah the Almighty, because of his blessing and mercy, the research is able to accomplish this thesis entitled : Improving students' vocabulary through anagram game at the second grade of SMP PMDS Putri Palopo. This thesis is written to fulfill one of the requirements to get title of Sarjana Pendidikan (S.Pd.) the English Education Department, Tarbiyah and Teachers Training Faculty, State Islamic Institute Palopo.

The researcher realizes that this thesis cannot be accomplished without help, guidance, and motivation from others. Therefore, in this chance the researcher would like to express her respecting and her thanks to:

1. Dr. Abdul Pirol, M.Ag.as the Rector of IAIN Palopo. Dr. Muhaemin, M.A as the first deputy Rector of IAIN Palopo. Munir Yusuf, S.Ag, M. Pd as the Second Deputy Rector of IAIN Palopo and Nursyamsi, M. Pd.I. as the Third Deputy Rector of IAIN Palopo
2. Dr. Kaharuddin, M.Pd.I as the Dean of Tarbiyah and Teacher Training Faculty.
3. Amalia Yahya, SE, M.Hum. as the Head of English Study Program of IAIN Palopo
4. Wahibah, S,Ag., M.Hum. as the first researcher's consultants and Amalia Yahya, SE.,M.Hum. as the second researcher's consultants who have given guidance, explanation, correction, suggestions, and some ideas until the researcher can finish this thesis.
5. Dr. Hilal Mahmud, M.M. and Jufriadi, S.S., M.pd. as the first and second researcher's examiners who have given guidance, explanation, correction, suggestions, and some ideas until the researcher can finish this thesis.
6. All the lecturers of English Study Program IAIN Palopo who have given the researcher motivation and attention in learning English language.

7. All the lecturer of IAIN Palopo, thanks for guidance, attention, knowledge and motivation in learning English Language. And also for all staffs are in IAIN Palopo, thanks for helping and kindness.
8. Big family of SMP PMDS Putri Palopo, Mustami, S.Pd., M.Pd. as head Masters, and special thanks to English teacher who gave me opportunity to conduct research in the class until finish.
9. Special thanks for her beloved parents (Basri and Rahma) who always given the researcher help, support, blessing until now. And also, special thanks for my beloved brother and sister Ibnu Munsir, Muhammad Adnan, Nurul Hidayah, Dia Ayu Wulandari and Kamal who gave the researcher motivation , support, and strenght to finish this thesis.
10. All of her friends in IAIN Palopo Specially Big (D) thanks for nice friendship, support and our togetherness.

May Allah SWT, the Almighty God bless us.

Palopo, September 27th, 2018
The researcher

Sidratil Muntaha
Reg.Num. 14.16.3.0124

TABLE OF CONTENTS

	Page
TITLE PAGE	i
CONSULTANT APPROVAL.....	iii
NOTA DINAS PEMBIMBING.....	iv
PRONOUNCEMENT.....	vi
ANKNOWLEDGMENT	vii
TABLE OF CONTENT	ix
LIST OF TABLE	xi
ABSTRACT.....	xii
CHAPTER I: INTRODUCTION	1
A. Background.....	1
B. Problem Statement.....	3
C. Objective of the Research	4
D. Significance of the Research.....	4
E. Scope of the Research	4
F. Operational definition.....	5
CHAPTER II: REVIEW OF RELATED LITERATURE	6
A. Previous Related Research Finding	6
B. Some Pertinent Ideas	8
1. Definition of Vocabulary	8
2. The types of Vocabulary	9
3. Kinds of Vocabulary	10
C. Anagram	14

1. Definition of Anagram	14
2. Teaching Vocabulary through Anagram	18
3. Advantages of Anagram.....	19
D. Conceptual Framework	20
E. Hypothesis	22
CHAPTER III: METHOD OF THE RESEARCH	23
A. Method and Design of Research	23
B. Variable of the Research	23
C. Population and Sample.....	24
D. Instrument of The Research	24
E. Procedure of Collecting Data	24
F. Technique of the Data Analysis.....	26
CHAPTER IV: FINDINGS AND DISCUSSION.....	27
A. Findings.....	27
B. Discussion	38
CHAPTER V: CONCLUSION AND SUGGESTION	41
A. Conclusion	41
B. Suggestions	41
BIBLIOGRAPHY	43
APPENDICES	

LIST OF TABLES

Table 4.1 Scoring of the students vocabulary test in the pre-test	28
Table 4.2 The students' correct answer in the pre-test	29
Table 4.3 The mean score of students' in pre-test	30
Table 4.4 The level category of students ability in pre-test.....	31
Table 4.5 Scoring of the students vocabulary test in the post-test.....	32
Table 4.6 The students' correct answer in post-test.....	33
Table 4.7 The mean score of students' in post-test.....	34
Table 4.8 The level category of students ability in post-test	35
Table 4.9 The paired samples statistics of pre-test and post-test.....	36
Table 4.10 The paired sample test of pre-test and post-test.....	37

ABSTRACT

Sidratil Muntaha, 2018. Improving Students' Vocabulary Through Anagram Game at the Second Grade of SMP PMDS Putri Palopo. Thesis, English Study Program Tarbiyah and Teacher Training Faculty of State Institute For Islamic Studies (IAIN) Palopo. Supervised by: (1) Wahibah, S.Ag. M.Hum and (2) Amalia Yahya, SE.,M.Hum.

Key words: Vocabulary, Anagram Game

This research was about Improving Students' Vocabulary Through Anagram Game at the Second Grade of SMP PMDS Putri Palopo. The problem statement of this research: Is anagram game effective to improve students' vocabulary at the second grade of SMP PMDS Putri Palopo? The objective of the research was to find out whether or not anagram game effective to improve students' vocabulary at the second grade of SMP PMDS Putri Palopo.

This research applied pre-experimental. The population of this research was the second grade students of SMP PMDS Putri Palopo. The number of population was 110 students. The sample is class VIII F consisted of 20 students. The sampling technique in this research was purposive sampling. The instrument of the research was vocabulary test. The researcher gave pretest and posttest to the students.

Based on the data gained, it was found that the mean score of the pre-test was 43.05 while the mean score of the post-test is 69.65. It means that there was a significant difference in the mean scores between pre-test and post-test. In this research, the result of sig. 2 tailed was 0.000 and it proved that $p < \alpha$. Based on the criteria of hypothesis test that if sig. 2 tailed (p) was lower than alpha (α) 0.05, then H_0 (Null Hypothesis) was rejected and H_1 (Alternative Hypothesis) was accepted. It showed that anagram game is effective to improve students' vocabulary.

CHAPTER 1

INTRODUCTION

A. Background

Vocabulary is a word that is understandable used by people in producing active communication. Vocabulary is a set of knowing word that are used by learners to form sentence. It might be said that a person's vocabularies is generally indicate their intelligence or education level, because if someone knows many vocabulary, they will be easy to speak with many people. And vocabulary also is central of language teaching and learning. Through vocabulary we can express ideas, emoticon and desires. Beside that, through good command in teaching vocabulary on a certain language the student can express ideas effectively and efficiently.

Learning vocabulary is one of the major challenges foreign learners face during the process of learning a language.¹ Vocabulary is one of the language that should be mastered by language learners. To be able to communicate well, vocabulary plays very important roles. The language learners cannot understand what people convey orally or in written if they have difficulties in choosing a word in which as a symbol of ideas.

Improving the students vocabularies is one of the goals in teaching English as a foreign language. Therefore, the students should be given much opportunity to master vocabulary through easy way to remember facts in their long term memory. Teachers of English as a foreign language need to be more innovative, and have important role to make their lesson interesting.

¹ Lotfi, Ghazal. *Learning Vocabulary in EFL Contexts through Vocabulary Learning Strategies*. Novitas Royal: Research on Youth and Language. Vol.1 (2) 2007, p.84.

Teaching vocabulary to young learners is not an easy job. The young learners sometimes face some problems in learning English as a foreign language. Consequently the teachers should be creative and become a good model in teaching English for their students. Teaching young learner is different from teaching adults. We must have extra power to teach them, because the young learners have certain characteristic and need certain treatment.

Understanding vocabulary in general considered to be important shares of study process a language and or development of ability of someone in a language which have been mastered. Students often taught new words as part of certain subject and there are also many adult assuming forming of vocabulary as interesting activity and educative.

Based on the observation research, when the researcher asked the teacher at the second grade of SMP PMDS PUTRI Palopo. It found that there were many students bad in English. The problems were the students lack of vocabulary, the students were not interested in learning vocabulary and lazy to memorize. Lack of vocabulary can be a serious problem when the students speak directly with a foreigner who speaks English or native English speaker.

Basically, there are many game and ways to upgrade the vocabulary of students which are applied by English teachers in the classroom and the teachers have to think how to make students easier to understand and enjoy the materials. However, the researcher wants to find another way to upgrading the students' vocabulary namely Anagram Game. Through Anagram Game, describes that the students will be easy to understand and interested to learn vocabulary. This game is reasonable to be applied at the students of junior high school especially in SMP PMDS PUTRI Palopo because many students less understand and mastered of vocabulary. The researcher believes that the problems are influenced by many factors such as no motivation, shy

to speak, seldom to practice or students don't know what they want to say. But in this cases through anagram game, the students are involved in learning class activity, so the learning process will be meaningful for them. It strengthened by Collins statement anagram game is a type of word play, the result of rearranging the letters of a word or phrase to produce a new word or phrase.² The best anagrams are meaningful and relate in some way to the original subject. They can be opposite, funny, rude, satirical or flattering. So with this game students will be motivated in learning process. This game is useful for teaching vocabulary especially for increase more the student's vocabulary.

Based on the explanation, the researcher is interested in conducting a research about “Improving students' vocabulary through anagram game at the second grade of SMP PMDS PUTRI Palopo”.

B. Problem Statement

Based on the research background, the researcher formulates the research problem by using this research question : Is anagram game effective to improve students' vocabulary at the second grade of SMP PMDS PUTRI Palopo?

C. Objective of the Research

The objective of this research is to find out whether or not the anagram game effective to improve students' vocabulary at the second grade of SMP PMDS PUTRI Palopo.

D. Significance of the Research

The result would be beneficial theoretically and practically to the field of teaching. In theoretically, the research findings a new way of knowing the knowledge of vocabulary and

² William, Collins. *Collins English Dictionary*, Princenton University. 2003, P.54

knowing that vocabulary is important. In practically, for teacher's, through this research hoped that the teacher can teach vocabulary effectively and improving the students' vocabulary mastery. For students, the use of anagram game will be easier for them to memorize their vocabulary and interest to learn, so teaching and learning activity more fun and it can increase students' vocabulary knowledge. For next researcher, this research can be used as additional reference to conduct a research an English teaching process.

E. Scope of the Research

Based on the background above, the researcher limits the research on improving students' vocabulary through anagram game at the second grade of SMP PMDS PUTRI Palopo. By discipline, this research under applied linguistic. By an activity, this research used anagram game in teaching vocabulary. By content, this research focused on adjectives and nouns.

F. Operational Definition

To get general understanding about the title, the researcher will explain as follows;

1. Vocabulary is the knowledge of meaning of words that used to communicate effectively, both in oral and written forms.
2. Anagram game is changing the sequence of letters a word into another word that has meaning.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides related research findings and some pertinent ideas.

A. Previous Related Research Findings

The first is thesis by Manula (2015) entitled “*The Effect of Anagram Technique on Students Vocabulary Achievement in Reading Descriptive Text*”, this study used the experimental design. The population of this study was the students of SMP Swasta Parulian Medan. There were 80 students of second grade junior high school as the sample of the research. This study was conducted with two randomized groups namely experimental group and control group. The control group was taught by conventional method while experimental group was taught by using anagram technique. The instrument of collecting data was multiple choice test which consist of 40 items. To obtain the reliability of the test the researcher used Person Product Moment formula. It means that teaching vocabulary by using anagram technique has more significant effect than teaching vocabulary by using conventional method.³

The second is thesis by Maimunah entitled :” improving students’ vocabulary achievement in reading recount text through anagram technique,” This research was conducted by using action research method. The subject of the study was grade VIII students of SMP Swasta Pembangunan Galang total to 29 students. They were taught vocabulary by anagram technique. The instruments for collecting data were quantitative data and qualitative data (observation

³ Mentari Lucky Sarah, Manalu. (2113321031). 2015 “*The effect of anagram technique on students’ vocabulary achievement in reading descriptive text; A case study of SMP Swasta Parulian Medan*”, State University of Medan: Medan.

sheet and questionnaire sheet). Based on the test score of quantitative data, students' score kept improving in every evaluation. The finding of the research showed that applying anagram technique significantly improved students' vocabulary achievement. The qualitative data show that the students were more interested and motivated on vocabulary achievement through anagram. It is suggested that teachers should apply anagram technique as one of methods to improve students' achievement in vocabulary.⁴

The third is thesis by Sartika Manurung entitle : "improving students' vocabulary achievement by applying anagram plus flashcards at the smp negeri 7 pematangsiantar", This study focused to improve Students' Vocabulary Achievement by Applying Anagram Plus Flashcards. This study was conducted by using classroom action research. The subject of this study was students in class VII-7 of SMP Negeri 7 Pematangsiantar. There were 32 students taken as the subject. The instrument for collecting data were the test for vocabulary and diary notes, questionnaire sheets, observation sheet, and interview for process of teaching and learning vocabulary. The data were analyzed by descriptive analysis. It can be concluded that the application of anagram plus flashcards had successfully improved the students' vocabulary achievement at the SMP Negeri 7 Pematangsiantar.⁵

Based on previous research above, there are some differences and similarities. In this case the researcher has different subject and object of the research with the other research. First, Manula conducted her research at the second grade of SMP Swasta Parulian Medan and the object of the research was the effect of anagram technique on students vocabulary achievement in reading descriptive text. Second, Maimunah conducted her research at the second grade of

⁴ Maimunah, Bachtiar. *Improving Students' Vocabulary Achievement In Reading Recount Text Through Anagram Technique*. Journal of English Language Teaching of FBS UNIMED. vol.3(1) 2014. Accessed on 29 Oktober 2017.

⁵ Sartika Manurung, *Improving Students' Vocabulary Achievement By Applying Anagram Plus Flashcards*. Journal of English Language Teaching of FBS UNIMED. Vol.3(3) 2014. Accessed on 29 Oktober 2017.

SMP Swasta Pembangunan Galang and the object of the research was improving students' vocabulary achievement in reading recount text through anagram technique. Third, Sartika Manurung conducted her research at the seventh grade of SMPN 7 Pematangsiantar and the object of the research was improving students' vocabulary achievement by applying anagram plus flashcards. But in this research the subject of the research is students at the second grade of SMP PMDS PUTRI Palopo and the object of the research is improving students' vocabulary through anagram game. The other differences from research design. The first, from Manula, she used the Quasi Experimental design. Second, from Maimunah, she used the Action research method. The last, from Sartika, she used classroom action research. While this research used Pre-experimental method.

B. Some Pertinent Ideas

1. Definition of Vocabulary

Vocabulary is the most important component language because it effect the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign.⁶ Generally, vocabulary is the knowledge of meaning of words.⁷ Vocabulary is all the words that a person knows or uses.⁸ Moreover, Averil stated that vocabulary is a central part of language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances.⁹

The definition about vocabulary is clear enough that is almost cases of human life,

⁶ Marianne Celc e-Murcia, *Teaching English as a Second or Foreign Language*, USA: Heinle & Heinle, 2001, p. 285.

⁷ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, USA: Lawrence Erlbaum Associates, Inc.2005, p. 3

⁸ Oxford Dictionary, *Oxford Learner's Pocket Dictionary*, New York: Oxford University Press, 2008, p. 495.

⁹ Averil Coxhead, *Essentials of Teaching Academic Vocabulary*, USA: Houghton Mifflin Company. 2006, p.25

they use set of words. The use of words itself differentiated according to the field, person, class, or profession. It means that beggar use set of word when their students command. Based on the explanation above the researcher concludes that vocabulary is one aspect of language which is important in learning language because vocabulary carries meaning which is use in communication.

2. The Types of Vocabulary

There are two types of vocabulary, they are active and passive vocabulary.¹⁰ While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory and recall it when speaking or writing. Thus two main groups of person's vocabulary are active and passive vocabulary.

Active vocabulary (productive) is used in speech or writing and is made up of words that come up in person's mind immediately when he or she has to produce a spoken or written sentence. On the other hand, passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read.

The group of passive vocabulary is usually larger than the one of active vocabulary.¹¹ Obviously, both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim of teaching foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skill; speaking, writing, reading, and listening.

¹⁰ John Read, *Assessing Vocabulary*, Cambridge UK: Cambridge University Press, 2000 p. 154.

¹¹ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, USA: Lawrence Erlbaum Associates, Inc.2005, p. 3

3. Kinds of Vocabulary

In English, vocabulary should be comprehended by the teachers before giving it to the students. Vocabulary is the one of the most important aspect of the foreign language learning. Further, vocabulary is the meaning associated with spelling word, the focus in the meaning. So the learners have to know about vocabulary if they want to get success in their learning language. According to Thornbury, there are two kinds of vocabulary, such as:¹²

1. Function Words (Grammatical Words)

Function Words (Grammatical Words) are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence, or specify the attitude or mood of the speaker.

a). Prepositions

Prepositions are words or group of words that is used to show the way in which other words are connected. Example, for, of, in, etc.

b). Conjunctions

Conjunctions are words that connect sentences, phrases or clauses.
Example, and, so, but, etc.

c). Determiners

Determiners are definite article, indefinite article, possessives, demonstrate, and quantifiers. Example, the, a, an, my, this, some, etc.

¹² Scoot Thornbury. *How to Teach Vocabulary*. England :Pearson Education Limited,2002, p.4

d). Pronoun

Pronoun is a word that used in place of a noun or noun phrases.

Example, her, she, they, etc.

2. Content Words (lexical words)

Content words (lexical words), are words that carry the content or the meaning of a sentence and are open-class words.

a). Nouns

Nouns are words or group of words that is the name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb.

Types of noun are :

1. Proper nouns; they are names people, place, times, organization etc which refer to unique individuals, start with capital letters and most are not found in the dictionary. Example : Susi, Jakarta, Singapore etc.
2. Common nouns; all nouns which are not proper nouns are common nouns and a few examples are cop, art, paper, work, frog, bicycle, atom, familiar examples are cop, art, paper, work, frog, bicycle, atom, family, and mind.

b). Verbs

Verbs are words or group of words which is used in describing an action, experience or state of being, which means that it makes a statement about the subject.

The types of verb are :

1. Finite verbs; they are ordinary verbs which their form are changed by tenses, has infinitive, present participle, and gerund. Example : walk- walking- walked- walks.

2. Transitive verbs ; the verbs are followed by word or phrase that answers question what? Or whom? It means that transitive verbs cannot complete their meaning without the help of a direct object. Example ; bite-a lion bites the man. (Modal)

c). Adverbs

Adverbs are words or group of words that describes or adds to the meaning of a verb, adjective, another adverb, or a whole sentence. Example, carefully, at home, etc.¹³

d). Adjectives

An adjective is a describing word. It tells you more about a noun. An adjective usually appears before the noun it describes. Something though, the adjective appears, after noun, later in the sentences. For examples: smart, tall, windy, etc.¹⁴

There is an important relationship between function word and content words, in that very often the syntactic criteria for assigning words to lexical categories rely on specific types of function words.¹⁵ Vocabulary has high utility in language. It is introduced early because it refers to one self and to others in numerous relations of everyday life. The kinds of vocabulary refer to nouns, adjectives, verbs, adverbs, and prepositions. This research focused on nouns, and adjectives.

¹³ Jeremy Harmer, *How to Teach English*, England : Pearson Education Limited, 2001, p.3.

¹⁴ Anne Seaton Y.H. mew, *Basic English Grammar For English Language Learner Book 1*, saddleback educational publishing, 2007, p.127.

¹⁵ Andrew Radford. *Linguistics An Introduction (The Second Edition)*, New York: Cambridge University Press. 2009, p.133.

C. Anagram

1. Definition of Anagram

Anagram is a word or phrase formed from another by transposing or rearranging the letter.¹⁶ Anagram means “exchange of letters in words so that the word has another meaning of the word before”.¹⁷ Anagram is the rearrangement of the letters of a word, name, phrase, sentence, title, or the like into another word or phrase.¹⁸ All the letters of the name or phrase must be used once and only once. This is the basic rule anagramming. The best anagrams are meaningful and relate in some way to the original subject. They can be opposite, funny, rude, satirical or flattering. From the explanation above, anagram is changing the sequence of letters a word into another word that has meaning.

By using this game, the students will not bored because this game is appropriate to their characteristic which is they incline more interested to play, meanwhile anagram game is a type of word play. Many word play. Many words will be got through this game. Automatically, this game will increase students' vocabulary.¹⁹ Using this game also help the students to get involved in classroom activities. Since this game is fun and beneficial for the students, it will give the students opportunity to increase their English vocabulary.

According to Barus Anagram is a good game in teaching vocabulary. There are many ways in applying anagram to the students, such as:²⁰

1. The students form other word from the key word given. For example:

a. Grandmother = mother, other, her, ear, etc

¹⁶ The World Book Dictionary. Chicago: World Book, Inc. 2006.

¹⁷ John M. Echols & Hassan Shadily. *Kamus Inggris Indonesia*. Jakarta:PT Gramedia Pustaka Utama. 2003.

¹⁸ <http://www.vocabulary.com/dictionary/anagram>. Accessed on (02 Januari 2018 at 03.00)

¹⁹ Ahdian Rosadi. “*The Effectiveness of Anagram Technique in Teaching Vocabulary*”, Voices of English Language Education Society; Vol. 1, No. 1 2017, p.43

²⁰ Rina H, Barus. *Improving Students' Vocabulary Achievement through Anagram*. State University of Medan: Medan. 2010, p.13. Accessed on 29 Oktober 2017.

- b. Learning = earn, lean, liar, etc
 - c. Reader = dear, read, ear, red, etc
 - d. Handsome = dome, hand, some, name, etc
 - e. Weather = her, tea, hat, eat, etc
2. The students rearrange the letters in bracket after that fill in each blank with the appropriate anagram to complete the sentence. For example:

- ***Thecare - bfiaueilu – idouyl- Pnhuis- shlcoo***

- a. Please speak *loudly*, so I can hear your voice
 - b. You are very *beautiful* wearing that gown
 - c. My English *teacher* is very friendly
 - d. The teachers will *punish* us if we don't do our homework
 - e. My *school* is in front of my house
3. The students omit one or some letters of the key word and transpose rest. For example:

a. Key word : *perceive*

Defenition : got or accept

something New word : receive

b. Key word : *apple*

Defenition : whiter than usual because of illness;

not bright New word : pale

c. Key word : *adore*

Defenition : look at and understand something written

New word : read

d. Key word : *blame*

Definition : food that is eaten

New word : meal

e. Key word : *label*

Definition : having the power to do something

New word : able

4. The students transpose the letters of the word and form another word by using those letters exactly once based on the definition. For example:

a. Note

Definition : quality of a sound or voice

Word : tone

b. Name

Definition : the explanation or definition of something

Word : mean

c. Rail

Definition : people who tells lies

Word : liar

d. Earn

Definition : a short distance

Word : near

e. There

Definition : the number after two

Word : three

5. The students match the scramble word on the left to its arrangement on the right

A. Acdr	Flower
B. Eflowrs	Gift
C. Fgit	Card
D. Aehrt	Chocolate
E. Accehlout	Heart

6. The students arrange the letters that the letters that were randomized into a new word.

a.M-a-l-p : lamp

b.T-a-p-e-l : plate

c.E-l-a-m : male

d.E-r-o-s-h : horse

e.B-a-l-e-t-t : battle.

2. Teaching Vocabulary through Anagram

Harmer stated that young children learn differently from older children, adolescents, and adult.²¹ In learning, young children more difficult to study because their mood tend to change every other minutes. But on the other hand they have more motivation to learn than adult. So the teacher should be more creative in selecting activities in learning process. Furthermore, the teacher should provide a great variety of interesting activity and exercise. Using Anagram game in teaching vocabulary more effective for helping the students in

²¹ Jeremy Harmer, *The Practice of English Language Teaching: Third Edition*, (New

learning, they would be easier in recognizing new words and make the lesson more interesting.

There are three types of transpositions (letter re-arrangement) in Anagram. One of them is Random Anagram where the letters of an English word being scrambled into a random pattern and the players must rearrange the original word. The rules of Anagram Game as follows:²²

1. Students are divided into some groups.
2. Student gets some words consists of 4-6 letters.
3. Student must arrange the letters that were randomized into a new word.
4. Student uses all the letters to form a 1 or 2, even 3 new words.

Example:

- a. Malp : lamp, palm
 - b. Tapel : petal, plate, pleat
 - c. Elam : male, meal, lame
 - d. Erosh : horse, shore
 - e. Balett : battle, tablet
5. Group with a most new word is the winner.
- There are three criteria, or rules, that must be met in order to classify something as an Anagram:²³
- a. The letters of a word or phrase must be re-arranged.
 - b. A new expression must be created.
 - c. The letter of the original must be used in the new expression.

²² Sher, B. *Smart Play: 101 Fun, Easy Games That Enhance Intelligence*.

Canada: John Wiley & Sons, Inc. 2004.

²³ Ibid., p.8

By using this game, the students will not be bored because this game is appropriate to their characteristic which is they incline more interested to play, meanwhile anagram game is a type of word play. Using this game also help the students to get involved in classroom activities. Since this game is fun and beneficial for the students, it will give the students opportunity to increase their English vocabulary.

3. Advantages of Anagram

In apply a game for teaching there is always an advantage an disadvantage. We cannot say that one game is the best overall, because it depends on the learners that we teach. What we should look carefully is whether or not a game suitable for the learners. Kumara stated that Anagram is considered as an effective, enjoyable and interesting way to teach vocabulary because it can give the students enjoyment or challenge in studying language and encourage them to look carefully at words, students can practice to form other words from the given clues, match words with definition, provide spelling practice, show the students how the letters of many words can be manipulated to form other words, emphasize the importance of letter position in relation to word meaning.²⁴

Anagram game can motivate the students and make them interested in learning vocabulary English for junior high school, the students also know about the new words by using anagram, they can find the new word by themselves. In addition the students can become active when they suggest coming front of the class. They become brave to spell the word and getting the meaning.

²⁴ Ibid., p.5

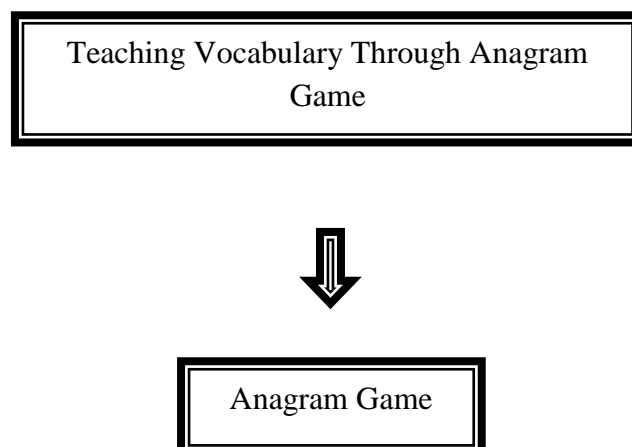
Anagram game also help the students to work in team. They will not work individually because they want to get the best score to be the winner. Applying this game means to help students to raise their vocabulary.

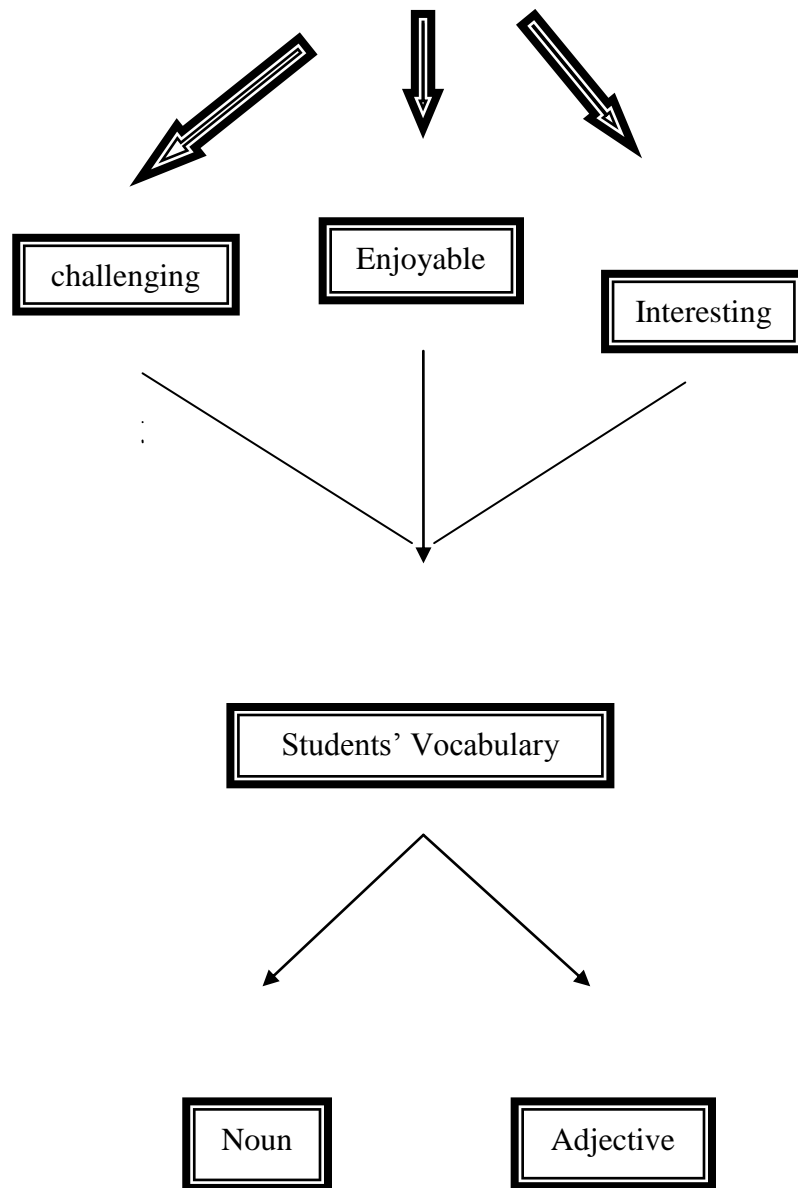
D. Conceptual Framework

Vocabulary is one of the basic elements in mastering English. vocabulary plays a very important role in learning language because without vocabulary proficiency, the students automatically cannot obtain the four skill of English, such as listening, reading, speaking, and writing.

Anagram is an challenging, enjoyable and interesting way to teaching vocabulary because it can give the students enjoyment or challenge in studying language and encourage them to look carefully at words, emphasize the importance of letter position in relation to word meaning.

It is clear that anagram is an interesting way of learning to improve one's vocabulary, anagram can motivated and encourage the students' interest learning vocabulary. anagram will help the students to improve and enrich their stock of vocabulary. it is designed to avoid the students felt bored that can stop learning English. Therefore, teaching and learning process through anagram is aim to improve students' vocabulary achievement.





E. Hypothesis

The hypothesis of this research is formulated as follow:

H_0 : There is no significant improvement on students' vocabulary achievement after teaching through anagram game.

H₁: There is significant improvement on students' vocabulary achievement after teaching through anagram game

CHAPTER III

METHOD OF THE RESEARCH

A. Method and Design of the Research

1. Method of the Research

This research applied pre-experimental method, it aims to know “the students vocabulary improve through anagram game”.

2. Research Design

Design in this research was one group pretest-posttest design. This research involves one class of students with pre test, treatment and post test design. This design of research can be described as follows²⁵:

Pre-test	Treatment	Post-test
O1	X	O2

Notes : O1 = Pre Test

X = Treatment

O2 = Post test

B. Variable of the Research

There are two variables in this research, namely:

²⁵ Suharsimi Arikunto, *prosedur Penelitian*, (Jakarta, PT. Rineka Cipta, 2002), p. 77.

1. Students at the second grade of SMP PMDS PUTRI Palopo as independent variable.
2. Anagram game as dependent variable.

C. Population and Sample

1. Population

The population of this research was students of SMP PMDS PUTRI Palopo. They were divided into six classes and the total number of population were 110 students.

2. Sample

The sample of the research, the researcher used purposive sampling technique. Purposive sampling because the students are still lack of vocabulary. From consideration, the researcher decided to choose class recommended from the teacher because many students face some problems in teaching and learning English, especially in their vocabulary. It means that, the researcher was taken 20 students in that class.

D. Instrument of the Research

The instrument of this research was written test. The test was pretest and posttest. The format of the tests was vocabulary test. The purpose of the vocabulary test was to know the students' ability in vocabulary. Form of the test was arrange the letters, transpose the letters, and write the meaning from English to Indonesia. The total number of the tests was 30 items.

E. Procedure of Collecting Data

The procedure of collecting data in this research, the researcher used some steps below:

1. Giving pre-test

The researcher gave pre-test to the students first to know the vocabulary

achievement of the students before giving treatment, in this case the researcher identify the students' knowledge about vocabulary.

2. Giving treatment

In the treatment, the researcher conducted a class in six meetings as follows:

- The researcher explained about the definition of anagram game and how to play it.
- The researcher divided the students into four groups. One group consists of five students.
- The researcher gave the students some words consists of 4-6 letters.
- The students must arrange the letters that were randomized into a new word.
- The students used all the letters to form a 1 or 2, even 3 new words.
- Group with a most new word is the winner.

3. Giving post-test

After conducting some treatments, the researcher gave post-test of written vocabulary tests to students in order to know their ability after several process of anagram game. The post test was same as the pre-test. The result of pre-test and post-test calculated to measure whether or not the application of anagram game effective to improve the students' vocabulary.

F. Technique of the Data Analysis

The data, as result from the written test analyzed in percentage by using the formula as follow:

1. Analyzing the raw data of present. Each of the students correct answer got 1 and the wrong answer got 0.

2. Raw scores were converted to a set of core maximum of 100, using the following formula :

Scoring the students vocabulary test answer

$$\text{Score} = \frac{\text{student's correct answer}}{\text{total number}} \times 100$$

3. Converting the score of the students into values.

4. The level category of students ability as follows:

- a. 80 to 100 are classified as very good.
- b. 70 to 79 is classified as good
- c. 60 to 69 are classified as enough.
- d. 50 to 59 are classified as less.
- e. 0 to 49 is classified as failed²⁶

5. Calculating the mean score, standard deviation, frequency table and test between vocabulary achievement of the experimental by using SPSS statistics 22 for windows evaluation.

²⁶ Muhibin Syah, Psikologi Belajar, (Ed. Revisi. IX; Jakarta: Rajawali Pers, 2009), p. 223.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the description of findings and discussion of the research. The findings of the research deal with the result of the data analysis from the field and the discussion section deals with argument and further explanation of the finding.

A. Findings

The findings of the research show the result of the data that have been analyzed statistically and the tabulating of data. It compares of the students' score in pre-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test.

1. The Analysis Students' Vocabulary Score in Pretest

In this section, the researcher shows the complete score of students in vocabulary (students' correct answer) in pre-test, the mean score and standard deviation of students, and the level category of students' vocabulary score in pre-test. The researcher presents the data in the tables and calculates the score by using SPSS 22 program. Then, the researcher shows the students' complete score students vocabulary in pre-test. The tabulation of students' score in the pretest can be seen in table 4.1:

Table 4.1**Scoring of the Students Vocabulary Test in the Pre-test**

No	Respondent	Students' Correct Answer	Scoring of the Students
1	R1	13	43
2	R2	17	57
3	R3	16	53
4	R4	12	40
5	R5	15	50
6	R6	14	47
7	R7	15	50
8	R8	17	57
9	R9	15	50
10	R10	7	23
11	R11	13	43
12	R12	13	43
13	R13	16	53
14	R14	12	40
15	R15	10	33
16	R16	7	23
17	R17	16	53
18	R18	14	47
19	R19	10	33
20	R20	7	23

Table 4.1 shows that the lowest score was 23 there were three students got it beside, the highest score was 57 there were two students got it.

Furthermore, the researcher presented and tabulated the mean score of the students' correct answer. It can be seen in table 4.2:

Table 4.2

The students' Correct Answer in the Pre-test

No	Respondent	Students' Correct Answer
1	R1	13
2	R2	17
3	R3	16
4	R4	12
5	R5	15
6	R6	14
7	R7	15
8	R8	17
9	R9	15
10	R10	7
11	R11	13
12	R12	13
13	R13	16
14	R14	12
15	R15	10

16	R16	7
17	R17	16
18	R18	14
19	R19	10
20	R20	7

To calculate the mean score of students' correct answer, the researcher calculated it by using SPSS 22. The result can be presented in to the table descriptive statistic it can be seen in table 4.3:

Table 4.3
The Mean Score of Students' in Pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	23.00	57.00	43.0500	10.97593
Valid N (listwise)	20				

From the table 4.3, it shows that the highest score of students is 57.0 and the lowest score is 23.0. Besides, it also indicates that the mean score of students' accuracy in pre-test is 43.0500 and the standard deviation error is 10.97593.

In other side, the researcher also has written the students' score of correct answer before giving treatment by using anagram game and it presents through the level category, it can be seen in table 4.4:

Table 4.4

The level category of students ability in Pre-test

No.	Classification	Score	Frequency	Percentage
1	Very good	80-100	-	0%
2	Good	70-79	-	0%
3	Enough	60-69	-	0%
4	Less	50-59	8	40%
5	Failed	0-49	12	60%
Total			20	100%

The table 4.4 indicates that students' score in the frequency of pre-test. It shows that there was none of the students (0%) who got very good, good and enough. The other showed that there were 8 students (40%) who got less, and there were 12 students (60%) who got failed. Based on the data above, it can be seen on the table above there was none of the students got very good that indicated the vocabulary of the students still low.

The researcher shows the students' complete score students vocabulary in post-test. The tabulation of students' score in the posttest can be seen in table 4.5.

2. The Analysis Students' Vocabulary Score in Posttest

In this section, the researcher shows the complete score of students in vocabulary (students' correct answer) in post-test, the mean score and standard deviation of students, and the level category of students' vocabulary score in post-test. The researcher presents the data in tables and calculates the score by using SPSS 22 program. Then, the researcher

shows the students' complete score students vocabulary in post-test. The tabulation of students' score in the post-test can be seen in table 4.5:

Table 4.5

Scoring of the students vocabulary test in the post-test

No	Respondent	Students' Correct Answer	Scoring of the Students
1	R1	24	80
2	R2	18	60
3	R3	24	80
4	R4	19	63
5	R5	21	70
6	R6	25	83
7	R7	20	67
8	R8	23	77
9	R9	24	80
10	R10	17	57
11	R11	19	63
12	R12	16	53
13	R13	23	77
14	R14	24	80
15	R15	22	73
16	R16	20	67
17	R17	24	80
18	R18	24	80

19	R19	21	70
20	R20	10	33

Table 4.5 shows that the lowest score was 33 there were one student got it beside, the highest score was 83 there were one student got it. Furthermore, the researcher presented and tabulated the mean score of the students' correct answer. It can be seen in table 4.6:

Table 4.6

The students' correct answer in post-test

No	Respondent	Students' Correct Answer
1	R1	24
2	R2	18
3	R3	24
4	R4	19
5	R5	21
6	R6	25
7	R7	20
8	R8	23
9	R9	24
10	R10	17
11	R11	19
12	R12	16
13	R13	23

14	R14	24
15	R15	22
16	R16	20
17	R17	24
18	R18	24
19	R19	21
20	R20	10

To calculate the mean score of students' correct answer, the researcher calculated it by using SPSS 22. The result can be presented in to the table descriptive statistic it can be seen in table 4.7:

Table 4.7

The mean score of students' in post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	20	33.00	83.00	69.6500	12.38962
Valid N (listwise)	20				

From the table 4.7, it shows that the highest score of students is 83 and the lowest score is 33. Besides, it also indicates that the mean score of students' correct answer in post-test is 69.6500 and the standard deviation error is 12.38962.

In other side, the researcher also has written the students' score of correct answer after giving treatment by using anagram game in students vocabulary and it presents through the level category. It can be seen in table 4.8

Table 4.8

The level category of students ability in Post-test

No.	Classification	Score	Frequency	Percentage
1	Very good	80-100	7	35%
2	Good	70-79	5	25%
3	Enough	60-69	5	25%
4	Less	50-59	2	10%
5	Failed	0-49	1	5%
Total			20	100%

The table 4.8 indicates that students' score in the frequency of post-test. It shows that there were 7 of the students (35%) who got very good and good there were 5 students (25%). The other showed that there were 5 students (25%) who got enough, there were 2 students (10%) who got less and there were 1 student (5%) who got failed..

Besides showing about the mean score in subject of students vocabulary, this research also was present the total mean score and standard deviation of in pre-test and

post-test, and then compare both of them. The results could be seen in the following table 4.9:

Table 4.9
The Paired Samples Statistics of Pre-test and Post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	43.0500	20	10.97593	2.45429
	posttest	69.6500	20	12.38962	2.77040

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	pretest & posttest	20	.538	.014

The table paired samples statistics of pre-test and post-test above indicates that value of standard deviation in pre-test was 10.97593 and 12.38962 in post-test. Besides, the standard deviation error in pre-test was 2.45429 and in post-test was 2.77040. the table above also shows that mean score in pre-test was 43.05 and in post-test was 69.65. it can be concluded that the students' score improved from 43.05 to 69.65.

The table paired samples correlations of pre-test above presents that correlation of the students' ability before and after treatment was 0.538. it means that there was a significant correlation of students' ability in teaching vocabulary by using anagram game before and after treatment.

Table 4.10**The Paired Samples Test of Pre-test and Post-test****Paired Samples Test**

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest–posttest	-26.60000	11.29695	2.52607	-31.88713	-21.31287	-10.530	19	.000

From the table paired samples test of pre-test and post-test above, the researcher got data that $t_0 (t_{\text{count}}) = 10.530$ and df (degree of freedom) = 19. Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = $N - 1$, where $df = 19$, than the t-test is presented in the following table.

Table 4.11.**The Probability Value of T-Test of The Students' Achievement**

Variable	P-Value	(α)
X2-X1	0.00	0.05

Hypothesis Testing

From the analysis, the researcher concluded that there was a significant difference between pretest and posttest in teaching students vocabulary through anagram game. In other words, using anagram game in teaching vocabulary could be used to improve the students' vocabulary.

The result of statistical analysis for level of significance 0,05 with degree of freedom $(df)=N-1$, where $(N) = 20$, $df = 19$. The probability value was smaller than α ($0.00 < 0.05$). it indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that anagram game is effective to improve students vocabulary.

B. Discussion

Based on the previous findings on the pre-test that being taught by using anagram game was *enough* score. It can be seen from the mean of total score of the students is only (43.05). After being taught by applying anagram game the students' ability was improved. It is shown from the mean score of students' achievement in vocabulary is (69.65) it was *good*.

In this case, the questions in pre-test and post-test were about nouns and adjective. And the result of the students' work in most of students were easy to answer questions part A about adjectives and nouns in number 1 (g-h-l-i-t = light), 2 (n-i-d-k = kind), 6 (a-m-e-s = same), 7 (u-h-g-r-n-y = hungry) and part B in number 9 (short = pendek), 17 (friendly = ramah), 18 (small = kecil), because the word is familiar and most of students were difficult to answer the other questions because the word is unfamiliar for the

students but after treatment and gave the students anagram game there was significance progress to the students' score. Because most of the students' get "good" classification.

This research was in line with previous researchers by Maimunah (2014), Sartika Manurung (2014) who found that anagram game can improve the students' vocabulary achievement and the class situation. The class will become enjoyable, interested, and fun.

There was a significant difference between pretest and posttest in teaching students vocabulary through anagram game. In other words, using anagram game in teaching vocabulary could be used to improve the students' vocabulary. The result of statistical analysis for level of significance 0,05 with degree of freedom (df)=N-1, where (N) = 20, df = 19. The probability value was smaller than α ($0.00 < 0.05$). it indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that anagram game is effective to improve students vocabulary at the second grade of SMP PMDS Putri Palopo.

Anagram is a word or phrase formed from another by transposing or rearranging the letter.²⁷ Anagram is one type of game words, where letters in a randomized word to form another word or phrase that is meaningful.²⁸ The aim of anagram game is changing the letters of the word, inspire creativity, and distinguish words. Through anagram game helps students in the acquisition and learning of new words as well as increase students familiarity with them in terms of meaning. It strengthened by Manula statement word game helps and encourages their interest in learning vocabulary because it is amusing,

²⁷ The World Book Dictionary. Chicago: World Book, Inc 2006

²⁸ Fiafah, Fanti Maria. *The Effectiveness of Using Anagram Technique Toward Students' Vocabulary Achievement of The Eight Grade at MTS Wahid Hasyim Setinggal-Wonodadi*. A thesis in state Islamic Institute of Tulungagung, Tulungagung:2016. Unpublished.

interesting, and challenging the students.²⁹ So anagram game the part of word game is alternative for the students in learning English especially in vocabulary.

Finally it was confirmed the implementation of anagram game in teaching and learning process gives a positive effect on the students' achievement, because they can study vocabulary easily. It can be done because by fun learning, information can be understood and maintained well. The description above implies that the game can offer fun situation for the learner, so that they can learn better. Consequently, they can improve them vocabulary through the implementation of the game.

²⁹ Manula, Mentari Lucky Sarah. *The effect of anagram on students' vocabulary achievement in reading descriptive text*. 2015. Unpublished Thesis.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the description of finding presented in the previous chapter, conclusion and suggestion are present in this chapter.

A. Conclusion

Based on the result data analysis, there was a significant difference between pretest and posttest in teaching students vocabulary through anagram game. The result of statistical analysis for level of significance 0,05 with degree of freedom (df)=N-1, where (N) = 20, df = 19. The probability value was smaller than α ($0.00 < 0.05$). it indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that anagram game is effective to improve students vocabulary at the second grade of SMP PMDS Putri Palopo.

B. Suggestions

The researcher would like to give some suggestion about teaching vocabulary through anagram game as follow:

1. For the students, they feel more interested and motivated in improving their vocabulary because they can gain their prior knowledge, remember the vocabulary in long term memory and can refresh or remain their vocabulary. The students can use anagram game for self study its mean that is not only school but also their home. And also, the researcher recommended to students could use the Anagram game in learning vocabulary.

2. For the teacher, it is useful to use anagram as one of alternative way in teaching vocabulary to make variation and combination in it, so that the students do not get

bored in learning English especially in vocabulary. It is recommended to the teacher that teaching vocabulary by anagram game can motivate the students. The use of anagram as a game of teaching is more effective.

3. For the other researcher, it is very useful as the information in conducting in depth research related to this research. The other researchers can improve this research with better design and use other skill. In other word, the other researcher can use this research as the reference for conducting their research.

BIBLIOGRAPHY

- Ahdian Rosadi, (2017), "*The Effectiveness of Anagram Technique in Teaching Vocabulary*", Voices of English Language Education Society; Vol. 1, No. 1.
- Andrew Radford, (2009), *Linguistics An Introduction (The Second Edition)*, New York: Cambridge University Press.
- Anne Seaton Y.H. mew, (2007), *Basic English Grammar For English Language Learner Book 1*, saddleback educational publishing.
- Averil Coxhead, (2006), *Essentials of Teaching Academic Vocabulary*, USA: Houghton Mifflin Company.
- Elfrieda H. Hiebert and Michael L. Kamil, (2005), *Teaching and Learning Vocabulary: Bringing Research to Practice*, USA: Lawrence Erlbaum Associates, Inc.,
- Joseph Michael and Paul Patin, (1972), *Some Techniques for Teaching Vocabulary*. Urbana, III: ERIC Clearinghouse Language and Linguistics.
- John Read, (2000), *Assessing Vocabulary*, Cambridge UK: Cambridge University Press.
- Jeremy Harmer, (2001), *How to Teach English*, England : Pearson Education Limited.
- John M. Echols & Hassan Shadily. (2003), *Kamus Inggris Indonesia*. Jakarta:PT Gramedia Pustaka Utama.
- Jeremy Harmer, (2002), *The Practice of English Language Teaching: Third Edition*, (NewYork: Longman).
- Manula, Mentari Lucky Sarah. (2015). *The effect of anagram technique on students' vocabulary achievement in reading descriptive text*. Unpublished Thesis. Medan State University of Medan.
- Maimunah, Bachtiar. (2014). *Improving Students' Vocabulary Achievement In Reading Recount Text Through Anagram Technique*. Journal of English Language Teaching of FBS UNIMED. vol.3(1). Accessed on 29 Oktober 2017.
- Marianne Celc e-Murcia, (2001), *Teaching English as a Second or Foreign Language*, USA: Heinle & Heinle,
- Muhibin Syah, (2009), Psikologi Belajar, (Ed. Revisi. IX; Jakarta: Rajawali Pers).
- Oxford Dictionary, (2008), *Oxford Learner's Pocket Dictionary*, New York: pOxford University Press.

Sartika Manurung, *Improving Students' Vocabulary Achievement By Applying Anagram Plus Flashcards At The Smp Negeri 7 Pematangsiantar*,pdf.Accessed on 29 Oktober 2017

Scoot Thornbury. (2002), *How to Teach Vocabulary*.England :Pearson Education Limited.

Sher, B. (2004). *Smart Play: 101 Fun, Easy Games That Enhance Intelligence*.Canada: John Wiley & Sons, Inc.

Suharsimi Arikunto, (2002), *prosedur Penelitian*, (Jakarta, PT. Rineka Cipta).

The World Book Dictionary. (2006). Chicago: World Book, Inc.

<http://www.vocabulary.com/dictionary/anagram>.Accessed on 02 January 2018 at 03.00

APPENDICES

Pre test

Name :

Class :

A. Arrange the letters that were randomized into a new word!

Example : l-o-o-h-c-s = school

1. G-h-l-i-t =
2. N-i-d-k =
3. E-e-d-r-b =
4. W-a-o-m-e-d =
5. G-a-c-e =
6. A-m-e-s =
7. U-h-g-r-n-y =
8. O-n-t-t-m-u =
9. C-k-y-i-t-r =
10. M-p-l-s-e-I =

B. Write the meaning of the following based on the text:

From English to Indonesian

1. Crown =
2. Trunk =
3. Leaves =
4. Twig =
5. Tricky =
6. Thick =

7. Church =
8. Patient =
9. Short =
10. Lovely =
11. Cotton =
12. Usable =
13. Fake =
14. Lamb =
15. Branches =
16. Curly =
17. Friendly =
18. Small =
19. Pouch =
20. Zipper =

Post test

Name :

Class :

A. Arrange the letters that were randomized into a new word!

Example : l-o-o-h-c-s = school

1. G-h-l-i-t =
2. N-i-d-k =
3. E-e-d-r-b =
4. W-a-o-m-e-d =
5. G-a-c-e =
6. A-m-e-s =
7. U-h-g-r-n-y =
8. O-n-t-t-m-u =
9. C-k-y-i-t-r =
10. M-p-l-s-e-I =

11. Write the meaning of the following based on the text:

From English to Indonesian

1. Crown =
2. Trunk =
3. Leaves =
4. Twig =
5. Tricky =
6. Thick =

- | | |
|--------------|---|
| 7. Church | = |
| 8. Patient | = |
| 9. Short | = |
| 10. Lovely | = |
| 11. Cotton | = |
| 12. Usable | = |
| 13. Fake | = |
| 14. Lamb | = |
| 15. Branches | = |
| 16. Curly | = |
| 17. Friendly | = |
| 18. Small | = |
| 19. Pouch | = |
| 20. Zipper | = |

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP Datok Sulaiman Palopo

Mata Pelajaran : Bahasa Inggris

Topik Bahasan : Noun dan Adjective

Kelas/Semester : VIII/1

Jenis Teks : *Descriptive Text*

Alokasi Waktu : 2 X 40 menit

A. Standar Kompetensi

Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. Indikator

1. Mengidentifikasi noun dan adjective yang ada dalam teks.
2. Menyusun huruf-huruf yang telah diacak menjadi kata baru.
3. Menulis arti kata-kata dari bahasa inggris ke bahasa Indonesia.

D. Tujuan Pembelajaran

Pada akhir kegiatan pembelajaran siswa dapat :

Memahami makna kosa kata bahasa inggris dalam teks deskriptif melalui anagram game.

E. Materi Pokok

Contoh descriptive text

My Favorite Bag

I like something mostly because of it is simple. The same reason makes me love this backpack. It is not only simple because we can put the bag on my

back, but also because it has a wide space in it that I can almost bring anything I need with only one bag. I bought this bag myself five years ago, and it is still usable until now. Its durability is unquestionable.

The color of my favorite bag is black. It is made of thick cotton. The backpack is divided into three pouch, the big pouch, the average pouch, and the small pouch. Each of it has its own zipper. The small pouch is a little bit different from the other, because it is covered by rubber. The small pouch is where I usually keep my flash drive, car's key, and pen. I will tell you a secret, if you saw my bag from the front side, you will only see two pouch, it is because the big pouch is not accessible from the front side, the zipper is hidden on the back, it is very tricky, right? I decorated my bag with fake ant and fake spider by sticking them on it.

1. Underline the noun and adjective that you find in the text!
2. Arrange the letters that were randomized into a new word!

- P-e-l-i-s-m =
- M-a-s-e =
- O-n-r-a-e-s =
- T-h-g-n-e-m-o-s-I =
- V-a-r-e-e-g-a =
- E-d-i-w =
- A-s-e-p-c =
- B-e-l-u-s-a =
- C-k-t-i-h =
- T-t-n-o-o-c =
- H-c-o-p-u =
- P-p-r-e-z-I =
- B-b-r-e-u-r =
- H-s-f-l-a =
- C-y-k-t-i-r =
- K-e-a-f =

3. Write meaning of the words from English to Indonesian!

F. Metode Pembelajaran/Teknik:

Anagram Game

G. Langkah-Langkah Kegiatan

1. Kegiatan Awal (5')

- Doa
- Apersepsi
- Motivasi

2. Kegiatan Inti (35')

- Guru menjelaskan tentang anagram game dan cara bermainnya.
- Guru membagi siswa menjadi 4 kelompok masing masing kelompok terdiri dari 5 siswa dan membentuk lingkaran per kelompok.
- Guru memberi descriptive text pada setiap kelompok.
- Siswa mengidentifikasi kata benda (noun) dan kata sifat (adjective) yang ada dalam teks.
- Guru memberi kosa kata terdiri dari 4-6 huruf yang telah dibuat random anagram dari descriptive text.
- Siswa harus mengatur huruf yang diacak menjadi kata baru.
- Siswa menggunakan semua huruf untuk membentuk 1 atau 2, bahkan 3 kata baru.
- Guru meminta siswa untuk menulis kosa kata di papan tulis besertakan artinya.
- Grup dengan kata paling baru adalah pemenangnya.

3. Kegiatan Akhir (5')

1. Siswa membuat kesimpulan tentang kosa kata yang telah dipelajari.
2. Guru mengajak siswa berdoa bersama untuk menutup pembelajaran.

H. Jenis Penilaian

Bentuk: Menjawab pertanyaan

Guru Mata Pelajaran

Sidratil Muntaha

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP Datok Sulaiman Palopo

Mata Pelajaran : Bahasa Inggris

Topik Bahasan : Noun dan Adjective

Kelas/Semester : VIII/1

Jenis Teks : *Descriptive Text*

Alokasi Waktu : 2 X 40 menit

I. Standar Kompetensi

Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

J. Kompetensi Dasar

Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

K. Indikator

4. Mengidentifikasi noun dan adjective yang ada dalam teks.
5. Menyusun huruf-huruf yang telah diacak menjadi kata baru.
6. Menulis arti kata-kata dari bahasa Inggris ke bahasa Indonesia.

L. Tujuan Pembelajaran

Pada akhir kegiatan pembelajaran siswa dapat :

Memahami makna kosa kata bahasa Inggris dalam teks deskriptif melalui anagram game.

M. Materi Pokok

Contoh descriptive text

A Tree

There are three main parts of a tree. They are crown, trunk, and root. The crown is at the top of the tree. It consists of leaves, branches, and twigs. The crown filters dust and other particles from the air. The leaves produce food for the tree through photosynthesis.

The trunk or stem of a tree supports the crown and gives the tree its shape and strength. The trunk consists of some layers. The layers carry water and minerals up from the roots to the leaves, and they carry sugar down from the leaves to the branches, trunk and roots. Tree's roots absorb water and nutrients from soil, store sugar and hold the tree upright in the ground. Some roots can go down more than four meters.

4. Underline the noun and adjective that you find in the text!
5. Arrange the letters that were randomized into a new word!
 - E-t-r-e =
 - R-w-o-n-c =
 - K-t-u-r-n =
 - T-o-r-o =

- A-l-e-s-e-v =
- C-h-e-s-n-a-b-r =
- w-i-g-t =
- R-s-f-l-i-t-e =
- T-i-a-p-r-e-l-c-s =
- N-g-s-t-r-t-h-e =
- T-d-s-u =
- H-p-s-e-a =
- L-o-i-s =

6. Write meaning of the words from English to Indonesian!

N. Metode Pembelajaran/Teknik:

Anagram Game

O. Langkah-Langkah Kegiatan

4. Kegiatan Awal (5')

- Doa
- Apersepsi
- Motivasi

5. Kegiatan Inti (35')

- Guru menjelaskan tentang anagram game dan cara bermainnya.
- Guru membagi siswa menjadi 4 kelompok masing masing kelompok terdiri dari 5 siswa dan membentuk lingkaran per kelompok.
- Guru memberi descriptive text pada setiap kelompok.
- Siswa mengidentifikasi kata benda (noun) dan kata sifat (adjective) yang ada dalam teks.
- Guru memberi kosa kata terdiri dari 4-6 huruf yang telah dibuat random anagram dari descriptive text.
- Siswa harus mengatur huruf yang diacak menjadi kata baru.
- Siswa menggunakan semua huruf untuk membentuk 1 atau 2, bahkan 3 kata baru.
- Guru meminta siswa untuk menulis kosa kata di papan tulis besertakan artinya.
- Grup dengan kata paling baru adalah pemenangnya.

6. Kegiatan Akhir (5')

3. Siswa membuat kesimpulan tentang kosa kata yang telah dipelajari.
4. Guru mengajak siswa berdoa' a bersama untuk menutup pembelajaran.

P. Jenis Penilaian

Bentuk: Menjawab pertanyaan

Guru Mata Pelajaran

Sidratil Muntaha

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP Datok Sulaiman Palopo

Mata Pelajaran : Bahasa Inggris

Topik Bahasan : Noun dan Adjective

Kelas/Semester : VIII/1

Jenis Teks : *Descriptive Text*

Alokasi Waktu : 2 X 40 menit

Q. Standar Kompetensi

Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

R. Kompetensi Dasar

Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar

S. Indikator

7. Mengidentifikasi noun dan adjective yang ada dalam teks.
8. Menyusun huruf-huruf yang telah diacak menjadi kata baru.
9. Menulis arti kata-kata dari bahasa Inggris ke bahasa Indonesia.

T. Tujuan Pembelajaran

Pada akhir kegiatan pembelajaran siswa dapat :

Memahami makna kosa kata bahasa Inggris dalam teks deskriptif melalui anagram game.

U. Materi Pokok

Contoh descriptive text

THE SHEEP

The sheep is found in every quarter of the globe, and is one of the most profitable animals that mankind possesses. His flesh is eaten by the inhabitants of all nations, and, as you know, is called mutton. The wool of the sheep is very valuable, and most of our clothing is made from it, that produced by the breed called merino sheep is particularly fine, and fetches a high price.

The skin is also of service, and forms covers for many of your school-books. Sheep-washing and shearing are busy times for the farmer, and are very interesting sights. Young sheep are called lambs-you have often seen the gentle little things skipping about in the meadows.

7. Underline the noun and adjective that you find in the text!

8. Arrange the letters that were randomized into a new word!

- P-e-h-e-s =
- R-e-q-r-a-u-t =
- E-g-o-l-b =
- H-s-f-l-e =
- L-o-w-o =
- D-e-r-e-b =
- H-h-i-g =
- I-c-p-r-e =
- i-n-k-s =
- U-s-y-b =
- R-e-f-r-a-m =
- M-l-a-b =

9. Write meaning of the words from English to Indonesian!

V. Metode Pembelajaran/Teknik:

Anagram Game

W. Langkah-Langkah Kegiatan

7. Kegiatan Awal (5')

- Doa

- Apersepsi
- Motivasi

8. Kegiatan Inti (35')

- Guru menjelaskan tentang anagram game dan cara bermainnya.
- Guru membagi siswa menjadi 4 kelompok masing masing kelompok terdiri dari 5 siswa dan membentuk lingkaran per kelompok.
- Guru memberi descriptive text pada setiap kelompok.
- Siswa mengidentifikasi kata benda (noun) dan kata sifat (adjective) yang ada dalam teks.
- Guru memberi kosa kata terdiri dari 4-6 huruf yang telah dibuat random anagram dari descriptive text.
- Siswa harus mengatur huruf yang diacak menjadi kata baru.
- Siswa menggunakan semua huruf untuk membentuk 1 atau 2, bahkan 3 kata baru.
- Guru meminta siswa untuk menulis kosa kata di papan tulis besertakan artinya.
- Grup dengan kata paling baru adalah pemenangnya.

9. Kegiatan Akhir (5')

5. Siswa membuat kesimpulan tentang kosa kata yang telah dipelajari.
6. Guru mengajak siswa berdo'a bersama untuk menutup pembelajaran.

X. Jenis Penilaian

Bentuk: Menjawab pertanyaan

Guru Mata Pelajaran

Sidratil Muntaha

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP Datok Sulaiman Palopo

Mata Pelajaran : Bahasa Inggris

Topik Bahasan : Noun dan Adjective

Kelas/Semester : VIII/1

Jenis Teks : *Descriptive Text*

Alokasi Waktu : 2 X 40 menit

Y. Standar Kompetensi

Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

Z. Kompetensi Dasar

Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar

AA. Indikator

10. Mengidentifikasi noun dan adjective yang ada dalam teks.
11. Menyusun huruf-huruf yang telah diacak menjadi kata baru.
12. Menulis arti kata-kata dari bahasa inggris ke bahasa Indonesia.

BB. Tujuan Pembelajaran

Pada akhir kegiatan pembelajaran siswa dapat :

Memahami makna kosa kata bahasa inggris dalam teks deskriptif melalui anagram game.

CC. Materi Pokok

Contoh descriptive text

My Small House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In his room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house. I know it is a very small house, but it is the best place I have ever seen.

10. Underline the noun and adjective that you find in the text!

11. Arrange the letters that were randomized into a new word!

- m-l-a-l-s =
- E-u-s-o-h =
- Y-r-g-n-h-u =
- O-o-r-d =
- N-e-h-k-t-i-c =
- S-r-c-a-h-I =
- t-l-b-a-e =
- O-i-r-a-d =
- o-e-h-t-r-m =

12. Write meaning of the words from English to Indonesian!

DD. Metode Pembelajaran/Teknik:

Anagram Game

EE. Langkah-Langkah Kegiatan

10. Kegiatan Awal (5')

- Doa
- Apersepsi
- Motivasi

11. Kegiatan Inti (35')

- Guru menjelaskan tentang anagram game dan cara bermainnya.
- Guru membagi siswa menjadi 4 kelompok masing masing kelompok terdiri dari 5 siswa dan membentuk lingkaran per kelompok.
- Guru memberi descriptive text pada setiap kelompok.
- Siswa mengidentifikasi kata benda (noun) dan kata sifat (adjective) yang ada dalam teks.
- Guru memberi kosa kata terdiri dari 4-6 huruf yang telah dibuat random anagram dari descriptive text.
- Siswa harus mengatur huruf yang diacak menjadi kata baru.
- Siswa menggunakan semua huruf untuk membentuk 1 atau 2, bahkan 3 kata baru.
- Guru meminta siswa untuk menulis kosa kata di papan tulis besertakan artinya.
- Grup dengan kata paling baru adalah pemenangnya.

12. Kegiatan Akhir (5')

7. Siswa membuat kesimpulan tentang kosa kata yang telah dipelajari.
8. Guru mengajak siswa berdo'a bersama untuk menutup pembelajaran.

FF. Jenis Penilaian

Bentuk: Menjawab pertanyaan

Guru Mata Pelajaran

Sidratil Muntaha

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP Datok Sulaiman Palopo

Mata Pelajaran : Bahasa Inggris

Topik Bahasan : Noun dan Adjective

Kelas/Semester : VIII/1

Jenis Teks : *Descriptive Text*

Alokasi Waktu : 2 X 40 menit

GG. Standar Kompetensi

Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

HH. Kompetensi Dasar

Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar

II. Indikator

13. Mengidentifikasi noun dan adjective yang ada dalam teks.
14. Menyusun huruf-huruf yang telah diacak menjadi kata baru.
15. Menulis arti kata-kata dari bahasa inggris ke bahasa Indonesia.

JJ. Tujuan Pembelajaran

Pada akhir kegiatan pembelajaran siswa dapat :

Memahami makna kosa kata bahasa inggris dalam teks deskriptif melalui anagram game.

KK. Materi Pokok

Contoh descriptive text

My Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the church, and she loves sing and dance too.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She s very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

13. Underline the noun and adjective that you find in the text!

14. Arrange the letters that were randomized into a new word!

- L-t-a-i =
- r-t-o-s-h =
- Y-c-r-u-l =
- o-w-b-r-n =
- o-y-n-e-h =
- E-s-i-m-l =
- D-n-k-i =
- N-o-p-r-e-s =
- Y-l-e-l-o-v =
- Y-l-d-f-e-i-r-n =
- T-p-e-i-t-a-n =
- H-h-r-u-c-c =
- T-e-s-w-e =

15. Write meaning of the words from English to Indonesian!

LL. Metode Pembelajaran/Teknik:

Anagram Game

MM. Langkah-Langkah Kegiatan

13. Kegiatan Awal (5')

- Doa
- Apersepsi
- Motivasi

14. Kegiatan Inti (35')

- Guru menjelaskan tentang anagram game dan cara bermainnya.
- Guru membagi siswa menjadi 4 kelompok masing masing kelompok terdiri dari 5 siswa dan membentuk lingkaran per kelompok.
- Guru memberi descriptive text pada setiap kelompok.
- Siswa mengidentifikasi kata benda (noun) dan kata sifat (adjective) yang ada dalam teks.
- Guru memberi kosa kata terdiri dari 4-6 huruf yang telah dibuat random anagram dari descriptive text.
- Siswa harus mengatur huruf yang diacak menjadi kata baru.
- Siswa menggunakan semua huruf untuk membentuk 1 atau 2, bahkan 3 kata baru.
- Guru meminta siswa untuk menulis kosa kata di papan tulis besertakan artinya.
- Grup dengan kata paling baru adalah pemenangnya.

15. Kegiatan Akhir (5')

9. Siswa membuat kesimpulan tentang kosa kata yang telah dipelajari.
10. Guru mengajak siswa berdo'a bersama untuk menutup pembelajaran.

NN. Jenis Penilaian

Bentuk: Menjawab pertanyaan

Guru Mata Pelajaran

Sidratil Muntaha

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP Datok Sulaiman Palopo

Mata Pelajaran : Bahasa Inggris

Topik Bahasan : Noun dan Adjective

Kelas/Semester : VIII/1

Jenis Teks : *Descriptive Text*

Alokasi Waktu : 2 X 40 menit

OO. Standar Kompetensi

Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

PP.Kompetensi Dasar

Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

QQ. Indikator

16. Mengidentifikasi noun dan adjective yang ada dalam teks.
17. Menyusun huruf-huruf yang telah diacak menjadi kata baru.
18. Menulis arti kata-kata dari bahasa inggris ke bahasa Indonesia.

RR. Tujuan Pembelajaran

Pada akhir kegiatan pembelajaran siswa dapat :

Memahami makna kosa kata bahasa inggris dalam teks deskriptif melalui anagram game.

SS.Materi Pokok

Contoh descriptive text

My Rabbit

I have a rabbit. His fur is white and has black spots. He has long ears and a short tail. He also has cute red big eyes! My rabbit likes to eat carrot and other vegetables. When I release my rabbit out of his cage, he used to jump everywhere and hard to catch. So, I could just put him on his cage because I'm afraid that he might running away. I don't wanna lost my rabbit because I love him very much.

16. Underline the noun and adjective that you find in the text!

17. Arrange the letters that were randomized into a new word!

- o-n-g-l =
- a-e-g-c =
- Y-e-s-e =
- A-c-b-k-l =
- T-i-w-h-e =
- T-s-o-p =
- a-b-i-t-r-b =
- u-m-j-p =
- s-r-e-a =
- a-i-t-l =
- T-o-s-h-r =
- c-t-u-e =
- T-o-c-r-a-r =

18. Write meaning of the words from English to Indonesian!

TT. Metode Pembelajaran/Teknik:

Anagram Game

UU. Langkah-Langkah Kegiatan

16. Kegiatan Awal (5')

- Doa
- Apersepsi
- Motivasi

17. Kegiatan Inti (35')

- Guru menjelaskan tentang anagram game dan cara bermainnya.
 - Guru membagi siswa menjadi 4 kelompok masing masing kelompok terdiri dari 5 siswa dan membentuk lingkaran per kelompok..
 - Guru memberi descriptive text pada setiap kelompok.
 - Siswa mengidentifikasi kata benda (noun) dan kata sifat (adjective) yang ada dalam teks.
-
- Guru memberi kosa kata terdiri dari 4-6 huruf yang telah dibuat random anagram dari descriptive text.
 - Siswa harus mengatur huruf yang diacak menjadi kata baru.
 - Siswa menggunakan semua huruf untuk membentuk 1 atau 2, bahkan 3 kata baru.
 - Guru meminta siswa untuk menulis kosa kata di papan tulis besertakan artinya.
 - Grup dengan kata paling baru adalah pemenangnya.

18. Kegiatan Akhir (5')

11. Siswa membuat kesimpulan tentang kosa kata yang telah dipelajari.
12. Guru mengajak siswa berdo'a bersama untuk menutup pembelajaran.

VV. Jenis Penilaian

Bentuk: Menjawab pertanyaan

Guru Mata Pelajaran

Sidratil Muntaha

DOCUMENTATIONS



Giving pre-test to the students





Giving treatment to the students



Giving post-test to the students